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ABSTRACT

This overview of the characteristics and needs of adult, nontraditional students attending community colleges argues that enhancing the self-concept and self-esteem of adult students fosters and increases their academic success and life chances. After chapter I introduces the issues and defines terms, chapter II provides a literature review covering the history, description, philosophy, purpose, and mission of community colleges; and theories about adult development, psychosocial development, and principles related to andragogy. This chapter also describes the characteristics of adult learners, indicating that the typical adult student has family and job obligations; has been away from schooling for a period of years; and tends to be stimulated to return to school by life transitions, which can also create anxiety and lower self-esteem. In addition, the literature review focuses on studies of the constructs of "self-concept" and "self-esteem"; the associated concepts of attribution, locus of control, self-efficacy, mentorship, pygmalion, and self-fulfilling prophecy; and the influence of the educational environmental. Chapter II also reviews the work of Knowles and Brookfield in the field of andragogy and their guidelines for establishing a conducive educational environment for interacting effectively with nontraditional adult students. Chapter III describes a workshop-seminar on the role of the learning environment in enhancing self-concept and self-esteem. The following seminar modules are described: (1) The Postsecondary Educational Setting; (2) Nontraditional, Adult Student; (3) Adult Development; (4) Self-Concept/Self-Esteem; (5) Associated Dimensions; (6) Learning Environment; and (7) Andragogy. A 50-item bibliography is attached. (JSP)

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ANDRAGOGY AND COMMUNITY COLLEGE EDUCATION:

An Analysis of the Importance of Enhancing Self-Concept/Self-Esteem in the Nontraditional Student

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RESEARCH PAPER

Department of Educational Psychology and Foundations

University of Northern Iowa

In Partial Fulfillment
Masters Degree - Educational Psychology

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by

Nancy Billings Meyer

May 1991

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ABSTRACT

The purpose of this research paper was to explore the characteristics and needs of the nontraditional, American adult students attending community colleges. The paper argues that enhancing the self-concept and self-esteem of the nontraditional, adult student fosters and increases his/her academic success and life chances. The literature review first focused on the history, description, philosophy, purpose, and mission of community colleges. In order to adequately explore issues with the nontraditional student, a review of the literature on adult development was incorporated. Then, the paper described the unique characteristics of the nontraditional, adult student, who tends to enroll in community colleges. Further, the literature reinforced the belief that enhancement of self-concept, self-esteem, while incorporating principles of andragogy, would be of great value to the overall development of the nontraditional, adult student.

The research paper also described a workshop aimed at the topic of educating nontraditional, adult students and emphasizing the importance of enhancing their self-concept, self-esteem. The workshop design is adaptable to a variety of audiences.

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INTRODUCTION

Overview of the Problem

The name "community college" was created in 1947 when the role of the existing junior colleges was expanded for education of greater numbers of young people through grade level 14. Over the years, G.I. Bill reimbursements, the Vocational Education Act monies of the 1960s, emphasis on career education (occupational, vocational, and technical studies) in the 1970s, and changes from traditional cultural roles, created an influx of nontraditional students to community-college settings.

Nontraditional students were defined by one author (Cross, 1981) as those "adult students who do not fit the traditional mode of participation in post-secondary education within a year or two after high school graduation" (p. 67). It is, however, important to recognize the diversity which exists within the populace of nontraditional students including variance in gender, marital and parental status, ethnicity, age and socioeconomic status (Marlow, 1989).

Another description of the nontraditional student is given by Bryne (1990). He describes the typical adult student as one who has family and job obligations, and has been away from schooling for a period of years. To more effectively relate to the adult student, Bryne emphasizes

the importance of incorporating principles of adult developmental theory and variables significant to the process of adult socialization.

One adult developmental theory is that of Levinson which centers on stages of adult life and emphasizes the strong possibility of stressful transition processes (Bryne, 1990). According to Levinson, forced or desired life changes are frequently the inevitable result, which often lead the adult to pursue further education as an opportunity for growth and future security.

The literature also points out specific learning needs that the nontraditional students have. Aslanian (1990) describes two key concepts important to understanding the learning needs of the adult students: (1) Transitions, the proposition that moving from one status to another requires learning; and (2) Triggers, the proposition that a trigger event at a particular time stimulates the need to learn. Knox (1977) stated that individual life experiences, type and extent of formal education, and the individual circumstances that serve as the impetus for pursuing education create a unique variety of learner characteristics and attitudes toward learning.

While appreciating the diverse backgrounds and unique needs of the nontraditional, adult students, it is important to realize that a general response to the educational environment exists. Byrne (1990) indicates that adult

students, in general, tend to go through a period of adjustment characterized by feelings of anxiety, sensing they don't belong, feeling they will never learn, or having difficulty relating and feeling comfortable in the learning environment. Based on the multitude of complicating factors, uncertainties, and inherent anxieties of the nontraditional student, the learning climate is critical for motivation and success. Two underlying motivational constructs, self-concept and self-esteem are identified by Schunk (1990), as having a considerable impact upon many areas of human functioning. Also, Shavelson, Hubner and Stanton (1976) emphasized the importance of enhancing self-concept in education and its positive impact on achievement.

Self-concept can briefly be defined as "an organized configuration of perceptions of the self including characteristics and abilities" (Wylie, 1961, p. 7). In the Shavelson article previously mentioned, Wylie's definition of self-concept was elaborated upon by the identification of seven features thought to be critical to the construct. Self concept was described as organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable (Shavelson et al., 1976). Additionally, formulation of the self-concept was said to be influenced by significant others and the person's own attributions for his/her behavior.

Moreover, self-esteem is defined as "how much we like

or approve of our self-concept" (Sandford & Donovan, 1985, p. 7). Coopersmith (1981), described self-esteem as "the evaluation the individual makes in regard to the self, a personal judgement of worthiness" (p. 4-5).

As interest in adult learning characteristics grew over the past thirty years, the significance of self-concept, self-esteem in the area of educating adults became more evident. Knowles (1984) developed a model of assumptions related to adult learners and titled the model "andragogy", after a term used by European educators. Andragogy was defined by Knowles as "the art and science of helping adults learn", a parallel to pedagogy (p. 6). Knowles' guidelines include the importance of evaluating the effects of teaching on the student's self-concept and offers specific suggestions for enhancing self-esteem and self-confidence. Based on the diverse needs and characteristic anxiety of adult students in the educational setting, enhancement of self-concept and self-esteem should be a prime concern to the educator of nontraditional students.

Statement of the Problem

To foster the development of potential in the adult, nontraditional student and to enhance opportunities for success, community-college educators must become knowledgeable of the theory and principles significant to teaching adults. The purpose of this research paper is

to explore selected literature focusing on the importance of adult educators' enhancement of self-concept and self-esteem in the nontraditional, adult student.

Information from the selected studies and other related literature will be used to answer the following questions:

(1) What percent of the American community-college student population is composed of nontraditional students?

(2) Can specific variables be identified relative to the characteristics and learning needs of non-traditional students?

(3) Is the enhancement or strengthening of self-concept and self-esteem by the community-college educator a key variable for success in the learning environment of adult, nontraditional students?

(4) Because of the nature of the community-college student population, is the ability to enhance the self-concept and self-esteem level of non-traditional, adult learners a critical andragogical skill for community college educators?

(5) Because of the nature of the community-college philosophy and purpose, is the community-college setting best able to provide effective, didactic experiences for nontraditional, adult students?

Significance of the Study

The community-college system in America has a mission to meet the educational needs of an increasing number of nontraditional adult students. The challenge to educators in the system is explained by the American Association of Community and Junior College Commission on the Future of Community Colleges as "offering quality education to all ages and social groups, community colleges can strengthen

common goals as individuals are encouraged to see beyond private interests and place their lives in larger context" (1988, p. 6). Community colleges are to assist the community by addressing educational needs of individuals and industry, and ultimately assist each individual student to become a quality, productive, civic-minded adult who will be an asset to American society.

The goal of this research paper is to provide evidence of self-concept and self-esteem as key personality constructs relative to individual ability to learn and experience success. Faculty's attitudes, behaviors, and specific andragogical techniques that strengthen self-concept and enhance self-esteem will be identified as critical elements of faculty-student interaction.

Limitations of the Study

Although the number of articles and quantitative studies relative to the community college setting seems to have increased in the recent past, extensive research specific to the setting is limited. Since the emphasis for educators at the community college level is on teaching and providing educational activities rather than research and publishing, this conclusion is understandable.

The focus of this paper necessitated exploration of literature from at least four areas: the community college educational setting, adult developmental theory,

psychological-sociological theory, and theories and/or principles related to adult learning. Although such a pursuit presented a challenge, the crossing of disciplines (ie. education, psychology, sociology, human development), and the focus on the nontraditional community-college student, limited the number of similar previous studies.

Definition of Terms

The following terms will be used throughout the research paper in the context defined:

Academic achievement: A general term indicating the ability to accomplish the required course work in the community-college setting.

Adult development: Physical, cognitive, personality, social and emotional changes that occur in adulthood.

Adult socialization: (also termed, resocialization) the learning of new behaviors, attitudes, roles in adjustment to the changes (transitions) of adulthood.

Adult student-learner: A student who initially enrolls in college one or two years (frequently more than one or two years) later than the typical high-school graduate, who is of an age to be responsible for him/herself, is often responsible for significant others, and is of full-time employment age.

Andragogy: The art and science of helping adults learn.

Attribution: The self-perceived causes of success and failure, in the educational setting.

Community College: The American two-year college system which includes vocational-technical education, developmental education, community education and transfer liberal arts education.

Constructs: An abstract phenomenon, concept or idea relative to dimensions of the self (ie. self-concept, self-esteem).

Locus of control: Perception of the extent to which one is in control of the events in one's life.

Mentor: One who serves as a guide, advisor, teacher and/or provider of moral support during transition and change.

Nontraditional student: a post-secondary student who does not fit the typical mode of initiating education one or two years post high school, who has adult responsibilities, and/or has characteristics different from the typical college-age student.

Pedagogy: The art and science of helping children learn.

Self-efficacy: The extent to which a person believes he/she

can perform behaviors successfully to produce the desired outcome, such as in the educational setting and one's future.

Procedures in Obtaining Literature

The research was initiated with a computer search using the ERIC system. Due to the crossing of disciplines, it was more efficient to search out specific reference topics directly using periodical guides and exploration of recent professional journals. Community-college references were obtained at the community-college site and in related publications. Once the initial references, articles, and studies were gleaned, the bibliographies in these materials were useful in locating additional related literature.

Chapter II, which follows, provides a review of related and relevant literature on andragogy, the American community college as an educational setting, nontraditional, adult students, and the constructs of self-concept, self-esteem.

Chapter III describes a workshop that can be implemented in community college settings to enhance the self-concept and self-esteem of their nontraditional student population.

Chapter II

REVIEW OF THE LITERATURE

The primary focus of this literature review is to point out the significance of enhancing self-concept and self-esteem in the nontraditional, adult student in the community college setting in the United States. In order to present the literature review in an organized, coherent style, and address questions identified in the statement of the problem, the following topics were reviewed in succession: Community college setting; nontraditional students; adult development; self-concept, self-esteem; associated dimensions; learning environment; and andragogy.

Community College Setting

In 1902 the first Junior College was established in Joliet, Illinois, as an alternative and a precursor for the more rigorous university education (O'Banion, 1989). In the 50 years of transition that followed, the old junior-college concept has grown to a broad and innovative system of community colleges throughout the United States. Program offerings now range from general education, vocational-technical education, developmental education, community education, to transfer education.

As described by Brink and Karabel (1989), the community college system is a crucial gateway for progress toward social mobility, democratic ideology, and the American

Dream. The life chances of those persons who pass through the community-college system, were described by Brink and Karabel as likely to have important consequences whether their goal is for college transfer or for terminal vocational training. Unlike the former two-year college image of a "glorified high school" or "bargain basement college", today's community colleges have found a niche. To strive for harmony within the overall educational system and address the labor market needs of American culture, the community colleges offers courses transferable to four-year institutions, vocational preparation for specific occupations, and community education services. Based on the variables found in the literature and the material which follows, the community-college setting has been described as providing a wide variety of educational opportunities, thus meeting the educational needs of a particular populace.

A recent comprehensive study of the community-college system has described comprehensive community colleges as the "largest branch of American higher education" (Commission on the Future of Community Colleges, 1988, p. vii). The study has also stated that the broad mission of the community college is threefold: (1) to enhance empowerment of students; (2) to assist with individual goals; and (3) to foster the development of productive, self-reliant members of society. Further, Merriam and Cummingham (1989) elaborated on the broad base of these institutions by

recognizing the diverse clientele and stating that "these institutions serve adult learners from all walks of life who enroll for a variety of reasons" (p. 326). The increase of part-time adult students was described by these two authors as a major change seen on community-college campuses.

In his anthology, Fuller (1990) has identified several variables and possible rationale for the increasing student population in the community-college system. Lower tuition was cited as one of the most attractive features, along with many opportunities for scholarships, loans, and funding sources. Convenient location was identified as another advantage. Additional conveniences, such as childcare, increase the likelihood of attendance.

A key variable identified by Fuller (1986), the "open-door policy", provides opportunities for anyone who feels he/she can benefit from the educational system offered by the community college. This policy was described as fitting the overall philosophy of the community-college system, and more specifically seeks "to provide an opportunity for everyone in the community to become whatever he or she is capable of becoming" (p. 47). Entry exams might be used for placement, counseling and/or remediation, but not as criteria for refusal of admission.

Fuller (1986) applied aspects of Lewis Mayhew's core curriculum polarities in higher education to the community-college setting. Mayhew (1971) had identified a listing of

issues in higher education with polarities for each: "culture vs. utility, general vs. specific, open vs. closed, elitist vs. popularist, student centered vs. subject centered, discipline vs. problem centered, western vs. non-western, and science vs. humanities" (p. 2-4). By the nature of the comprehensive mission of the community colleges, several polar extremes were described as existing within the community-college curriculum and setting. The community college accepts dual responsibility for culture (liberal arts) and utility (vocational-technical skills); provides a healthy mix of general and specific studies; presents a popularist rather than an elitist stance; and touts a student-centered approach (p. 12-13). The latter two identifiers were correlated with the diverse student body characteristic of the community college where, as described by Fuller, "the students come from all ages and walks of life" (p. 13).

Further, Cohen and Brawer (1989) recognized that the community college is an ideal alternative for those who are not being served by traditional higher education. Such students were described by Cohen and Brawer as "those who could not afford the tuition, who could not take the time to attend a college on a full-time basis, whose ethnic background had constrained them from participating, who had inadequate preparation in the lower schools, whose educational progress had been interrupted by some temporary

condition, who had become obsolete in their jobs or never been trained to work any job, who needed a connection to obtain a job, who were confined to prison, physically handicapped or needed rehabilitation, plus those who simply desired to further their education" (p. 22).

Cohen and Brawer (1989), provided additional demographic information. The mean age of community-college students was listed as twenty-nine according to a 1986 survey conducted by the Center for the Study of Community Colleges. Further evidence of the nontraditional student population in community colleges was revealed by Cohen and Brawer's statement that fifty percent of the students enrolled in community colleges were over the age of twenty-five (p. 32).

The broad mission stated by the Commission on the Future of Community Colleges (1988) is to aid in overall enhancement and productive development of persons from all walks of life. Policies described by Fuller (1986), such as the "open door" and responsibility to meet the needs of the "populous", strongly indicate a diverse body of nontraditional students, with unique needs, peculiar to the community-college setting. Complicating lifestyles, educational limitations and situations that create a necessity for an education, are among the primary reasons why community-college students may enter the educational setting with low self-esteem and vulnerable self-concepts (Cohen & Brawer, 1989).

Nontraditional Students - Characteristics and Needs

Cross (1981) conducted an extensive survey of the literature available regarding facilitating learning in adults. One of the questions Cross addressed was, "who participates in adult learning?" (p. xii). The answer to this and many other questions were published in her book, Adults as Learners. The book is not a "how-to" one, but rather a synthesis and organization of research and theory to stimulate the thinking of persons involved with adult learners.

Cross described the nontraditional student, in general, as those "adult students who do not fit the traditional mode of participation in post-secondary education within a year or two after high school graduation" (p. 67). Additionally, nontraditional students tend to be part-time students, persons interested in a second-chance, those striving toward social mobility or egalitarianism within the culture, and many come from working-class backgrounds. Cross emphasized that wide variance exists within the adult degree seeking group.

Reiterating the data from Solmon et al. (1979), Cross noted that when compared to traditional students, nontraditional adults are "far more likely to enroll in community colleges" (p. 69). Many community-college adult students were described as part-time students who hold

responsible jobs while attending college. Cross, therefore concluded that educational programs should not be evaluated on the characteristics of the students they attract, but on "how well they serve those who come" (p. 79).

Marlow (1989) referred to several studies that have concluded that "nontraditional students have particular needs and problems" (p. 272). Marlow stressed, however, that a definition of the "typical" nontraditional student was difficult to compose. Nontraditional women students were cited as an example, this could include the displaced homemaker, the single parent, the empty-nest mother, and the blue-collar wife, all with different needs unique to their particular situation.

Marlow suggested that each institution must conduct a study of its own student population for generalizations or patterns of diversity. As an example, Marlow explained the method used in a study conducted at a southwestern state university, which described the research method used on a systematic random sample of 256 freshmen and junior students who were over 26 years of age. The questionnaire used in this study included demographic information, questions as to needs and problems experienced by the student. The results of the study were not included, as the purpose of Marlow's article was to suggest a research method. The four factors listed as critical to examining and identifying diversity among nontraditional students were:

(1) Sex (gender); (2) Marital and parental status; (3) Ethnicity; and (4) Age.

Byrne (1990) describes the typical adult student as one who has family and job obligations, and has been away from schooling for a period of years. Previous schooling may or may not have been a good experience. In his article, Byrne also emphasized the need for socialization of potential non-traditional students into the role of a student. As one way of achieving this goal, Bryne describes a pass/fail, four-credit "proseminar" developed and implemented at the University of Rhode Island's College of Continuing Education, for the sole purpose of easing the transition to the student role.

Bryne included a description of a situation in New York where certain faculty purposefully enrolled in courses outside of their specialization to experience some of the characteristic feelings that nontraditional students experience. The faculty involved in the experiment reported feeling anxious, embarrassed, fearful of making mistakes, unable to concentrate, and general identification of a needed period for adjustment to the student role (p. 9). The two important goals of the proseminar identified by Bryne were: (1) to strengthen personal identity; and (2) to increase the self-confidence of the nontraditional, adult student.

Although the definition of nontraditional, adult

students may imply overriding characteristics, the actual characteristics and needs of the nontraditional student vary greatly from student to student and from one educational setting to another. However, Marlow (1989) and Byrne (1990) both identified that circumstances in the lives of non-traditional students do tend to create unique needs and characteristics. The feelings that may be generated by the very act of attending courses such as anxiety, embarrassment, and fear reinforced the importance of enhancement of self-concept, self-esteem in the non-traditional, adult student in the process of transition (Byrne, 1990). Theories of adult development provide an important avenue to understanding transitions adults make. Thus, it is to a review of the literature on adult development that we turn next.

Adult Development

Gromly and Brodzinsky (1989) indicated that there are particular influences that tend to impact on adult development. The two authors state that less impact from age-normative influences occurs in adulthood, while more impact is thought to occur from history-normative (ie. economic depressions) and non-normative (ie. death, divorce, career change) influences (p. 359). Adult developmental stage theories such as Levinson's and Gould's are particularly applicable to the issue of life transitions in

adulthood. The ordering and sequencing of today's life patterns or life events was described by Gromly and Brodzinsky as less rigid in regard to timing and sequencing. Based on longitudinal studies relative to traits, McCrae and Costa (1990) delineate "enduring dispositions in the domains of neuroticism, extraversion, openness, agreeableness, and conscientiousness" within adult personality (p.161-62).

Asianian (1990) explains the importance of adult developmental theory and transition or change relative to "what triggers adult participation in higher education" (p. 5). In a study of 2,000 adult Americans responding to life changes, Asianian and the College Board hypothesized that "a need for new learning exists for people engaged in transition and life change" (p. 6). Asianian referred to Knox's work (i.e., 1977) which described transition and life changes relative to adult development and learning.

In his 1977 study, Knox stated that "often during a transition period a person experiences strong feelings of panic, vulnerability, and powerlessness" (p. 390). Knox further identified learning as one of the responses to role or life changes in the adult. More specifically, the experiences of transition may make it difficult for the adult to maintain a sense of identity and worth. It is, therefore, very important for those involved with adults in transition to help the adult "maintain and enhance the sense of self" (Knox, 1977, p. 390).

Bridges (1980) provided an additional insight to making a smooth transition. He suggested that a "transition can be used as the impetus to a new kind of learning, but what you are going to become will require new understandings and new skills" (p. 81). In other words, an educational setting helps adults-in-transition to acquire new knowledge and skills, and to experience enhancement of their self-concept and self-esteem. The next section provides descriptions and definitions of the terms self-concept and self-esteem.

Self-concept, Self-esteem

Self-esteem and self-concept are two constructs that have been studied by researchers for quite sometime. In this section, past and current views on these two psychological phenomenon will be presented.

According to Wylie (1961), interest in the study of the self began with William James. The influx of behaviorist thought lead to a decline in interest in the study of the "self" until the 1940s. Wylie's (1961) comprehensive publication included descriptions and conclusions of many of the early empirical studies related to the self-concept, ranging from "development of the self-concept" to "learning and the self-concept" (p. x).

Wylie offered the following description of the self-concept: "an organized configuration of perceptions of the

self which are admissible to awareness; composed of such elements as the perceptions of one's characteristics and abilities and the percepts and concepts of the self in relation to others and to the environment" (p. 7). With respect to the variable of interaction and formation of the self concept, Wylie emphasized learning about the self which comes from "observing the reactions one gets from other people" (p. 121).

Wylie used the generic term "self-regard" to include constructs such as "self-esteem" which was described as the congruence between self and ideal self meaning to be proud of one's self, evaluating one's attributes highly" (p. 40).

In addition, Wylie identified the phenomena of manipulating failure and success variables and its impact on self-concept and self-regard as one of the areas where experimental research exists. There are two general assumptions that underlie studies in which the person is made to feel that he/she has failed or is personally inadequate:

1. The level of self-regard is learned through a combination of rewards and punishments for one's actions and self characteristics. The person learns some things about himself through success or failure in manipulating the physical environment, and some things from the reactions of others to him;

2. A person's level of self-regard is of great importance in predicting his behavior. (p. 184)

Additional hypotheses included the possibility that

persons with initial low self-esteem tend to show less accuracy and speed on a task, exhibit more physiological indicators of anxiety, and have the potential to preserve their self-esteem by resorting to defensive behavior. Wylie included brief summaries of fifteen experiments that explored the relationship of induced success or failure to self-concept and self-esteem. Her conclusions indicated that "performance decrements and anxiety may be greater in those whose basic level of self-regard is low; and failure may lead to various defensive behaviors....such as failing to recall the low evaluations accurately, or engaging in behaviors which have brought self-esteem in the past" (p. 199).

Shavelson, Hubner, and Stanton (1976) expanded the definition of self-concept. Their definition reemphasizes the importance of enhancing self-concept in the educational setting as a non-cognitive issue. Regarding the disadvantaged student, Shavelson et al., stressed that, "improvement of a student's self-concept seems to be valued as an educational outcome in its own right" (p. 408). To them, self-concept was a critical variable to achievement outcomes in the educational setting, whether one chooses to refer to the construct as a "moderator variable" or "as an outcome itself".

Shavelson et al., described seven critical features of the self-concept construct. "Self-concept may be described

as: organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable" (p. 411).

In an another study, Shavelson and Bolus (1982) investigated the issue of self-concept and achievement using junior high students. They concluded that, "self-concept appears to be causally predominant over achievement" (p. 3).

Coopersmith (1981) provided a more recent, comprehensive explanation of the construct, self-esteem. His study involved normal boys followed from preadolescence to early adulthood, and placed emphasis on the significance of three categories, those with high, medium, or low self-esteem. "Pervasive and significant differences" were indicated in relation to one's level of self-esteem (p. 70). Of particular interest were the four major factors cited as contributing to the development of self-esteem:

1. Foremost was the amount of respectful, accepting, and concerned treatment an individual receives from the significant others in his/her life;

2. One's history of successes and the status position we hold in our world;

3. Living up to aspirations in areas one regards as personally significant, experiences are interpreted and modified in accord with one's values and aspirations;

4. One's manner of responding to devaluation, or ability to maintain self-esteem in the face of negative appraisals, to reduce the experience of anxiety. (p. 37)

In summary, the foregoing literature review indicates

that the constructs of self-concept and self-esteem are important, and must be enhanced in the nontraditional, adult students, specifically in the community college setting. Wylie's 1961 work provided a comprehensive overview of the limited research available up to that time. Wylie's definition of the self-concept as "perception of the self" and the term "self-regard" used in reference to what was later described as "self-esteem" further pointed to the important issue of success and failure.

The more recent thinkings on self-concept by Shavelson, Hubner, and Stanton (1976) and Shavelson and Bolus (1982) explained and expanded the construct. The exploration of self-concept as an educational outcome, or as a moderator of achievement, was specifically related to and reinforced the importance of self-concept in the learning setting.

The Coopersmith (1981) reference provided a multitude of insights into the construct of self-esteem. His exploration and discussion of low, medium, and high self-esteem, and the four major factors which contribute to the development of self-esteem were of particular applied value for the nontraditional, adult students. In addition to self-concept and self-esteem, there are the associated dimensions of attribution, locus of control, self-efficacy, mentorship and self-fulfilling prophecy. Thus, it is to a discussion of these associated dimensions that we turn next.

Associated Dimensions

Attribution, Locus of Control

Marsh et al., (1984) cited results that demonstrate a "clear and predictable pattern of relationships between self-attribution and self-concept" (p. 3). The investigation in the article focuses on individual differences or dispositional tendencies in relation to self-perceived cause of success and failure. Although Rotter's concept of locus of control and internal versus external control was considered in relation to the development of attribution theory, the article explained the possibility of additional variables to be considered, such as ability, effort, luck, and task difficulty.

The above study which used fifth graders from Australia as subjects presents another possible variable or important dimension of the self-concept and the impact it has in the educational setting.

Self-Efficacy

Bandura and Cervone (1983) have elaborated on the dimension of self-efficacy explored in an earlier article by Bandura (1977,1981). Self-efficacy was described as a cognitive, self-evaluation system of judgements as to "how well one can organize and execute courses of action."

Additionally, " self-percepts of efficacy can affect one's choice of activities, how much effort one expends, and how long one will persist in the face of difficulties" (1981, p. 587).

Mann (1990) has expanded upon Bandura's social learning perspective on self-efficacy. He linked the element of self-reflective capability to one's "perception of competence to perform a particular task or self-efficacy" (p. 180). That is one's perception of the self and his or her abilities to judge others combined with the individual's strong affect of experiencing success of accomplishment, provide a link between self-concept, self-esteem and self-efficacy.

Mentorship

Handel (1990) defines mentoring as "a formative experience that markedly affects those facets of the self that are of psychological centrality to the mentee and form the core of his or her self-concept" (p. 299). Handel asserts that the increasing popularity of the term "mentor" provides additional defining characteristics. For example, Levinson described a mentor as a person who assumes the role of "teacher, guide, advisor, and/or provider of moral support" (p. 289). Handel emphasized the face-to-face, live, dyadic type of mentor relationship and concluded that, "A mentoring relationship is viewed as a highly significant

and meaningful learning experience, and markedly affects the mentee's self-concept" (p. 299).

Self-fulfilling Prophecy

Rosenthal and Jacobson (1968) provided a comprehensive basis for concern with the impact of expectations of others on an individual's self-concept. To illustrate this point, these two authors described the case of "Sweeney's miracle" where a poorly-educated young janitor at Tulane University developed into a successful computer operator, by living out the Pygmalion efforts of an interested professor. Shepard (1987) has concluded that "self-fulfilling prophecy appears to be an operating force in schools and other social settings" (p. 362).

The associated dimensions of attribution, locus of control, self-efficacy, mentorship, Pygmalion and self-fulfilling prophesy addressed in the above sections provide additional facets related to the constructs of self-concept, self-esteem. Also, the literature poignantly shows the importance of these variables to adult learning. The next section addresses aspects of the learning environment.

Learning Environment

Schlossberg et al., (1989) stressed that "we need to approach educational environments from an ecological (interaction between an organism and its environment)

perspective, to see our institutions as environments that have the potential for facilitating or hindering adult learning" (p. 23). The authors referred to an environment assessment tool developed by Moos and his colleagues (1979) at Stanford. Their instrument identified the following three dimensions: (1) relationship dimension, involvement, support level, and free expression; (2) personal growth or goal attainment, personal development and enhancement of the self; and (3) clarity of expectations or systems maintenance, orderliness, expectancy, level of control and response to change (p. 24).

A study by Campbell et al., (1980) conducted at the University of Texas further explains the ecological approach and "learner-environment fit." Their study delineated a four-stage process that an adult student returning to the educational environment goes through, with emphasis on the potential for high stress during the stage of transition. The four stages were: "(1) Balance, state of equilibrium prior to considering a return to school; (2) Conflict, state of threatened equilibrium while contemplating return to school; (3) Transition, commitment to return to school creating high stress; and (4) Outcome, new state of equilibrium created by incorporating the return to school" (p. 4-5).

Cross (1981) identified three potential barriers to settling into the learning environment: (1) Dispositional

barriers, referred to the adult learner's self-perceptions. Negative self-perceptions and talk such as, "I may not have the stamina to stick with it", were examples of barriers to reaching one's goal; (2) Situational barriers, those which arise from real-life situations such as home responsibilities, need for childcare, which impact on the learners' total environment; and (3) Institutional barriers, related more directly to the typical idea of the learners' environment, the administrative and organizational and educational practices such as, class schedules, procedural red tape, entry requirements, and advisor availability (p. 28).

The ecological approach described by Schlossber and his colleagues provides a comprehensive conceptual approach to the adult learning environment. In relation to the college classroom climate or environment, Weisz (1990), has summarized that "the primary ingredient in a classroom climate is the teacher's personality" (p. 157). His study included qualitative research, based at a College of Education in a major Midwestern university, designed to explore teaching as an artistic, didactic process. The analogy presented the educator as a performing artist who "does something for others so as to enhance or evoke certain types of emotions" (p. 156).

Key themes emerged through audio-taped interviews with three professors, generally thought to display a strong

performance teaching style. The themes included a strong feeling of commitment to what they were teaching, a display of hard work to develop their style over time, and the need for "a high-energy level, motivation, and enthusiasm" (p. 157). Additionally, thirty students in an education class filled out questionnaires about their professors' delivery and style. To apply the idea of teaching as a performing art, the students who were studying to become teachers, discussed the results and participated in related activities.

Roark (1989) explored the learning climate or environment of adults emphasizing the importance of a delicate balance between challenge and support. Roark cautioned that, "too much challenge or disequilibrium causes the student to retreat, while too much support lead to failure to develop" (p. 314). Further, Roark identified an extensive list of challenges and supports within a learning environment (See Figure 1). Based on observations and professional educational experiences, Roark further provided a sample format design which showed how concepts of challenge and support can be specifically planned and incorporated with course structure and content. The design included identification of the specific activity, objectives for student development, listings of applicable challenges and supports, and concluded with an evaluation tool.

Also, Roark emphasized the importance of recognizing

that individual students have need for different kinds or levels of challenge and/or support. Learning style inventories, interviews and observations were suggested by Roark as methods to ascertain how to best reach the group or individual. The article by Roark continued with two listings of behaviors and attitudes which had been determined, through Roark's experience, to present challenge and/or support (See Figure 1), as opposed to those which are counterproductive elements (See Figure 2), of the learning environment.

Figure 1. SIMULTANEOUS CHALLENGES AND SUPPORTS

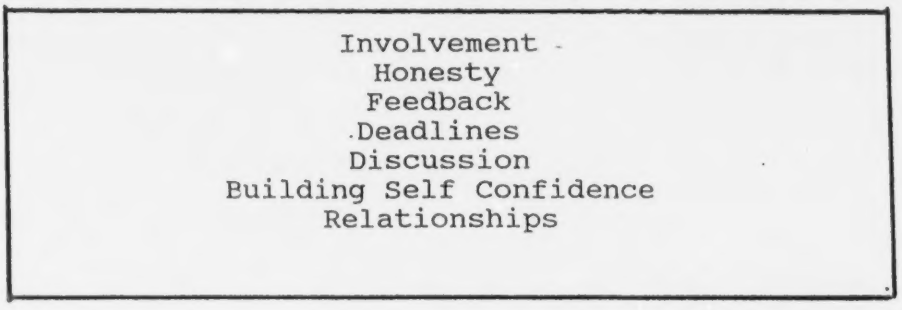

Figure 2. ELEMENTS OF COUNTERPRODUCTIVE ENVIRONMENTS

Negative Challenges	Negative Supports
Humiliation	Smothering
Harassment	Creating dependency
Logistical frustrations	Authoritarianism
Mass confusion, chaos	Low standards
Excessive anxiety	Removing responsibility
Too intense competition	Excessive advice-giving
Unfairness	Manipulation
Demands without clarity	
Intimidation	

(p. 317).

Roark gave the following quote from Sanford (1956, 1962, 1966) regarding the development of college students: "ego development in college students is favored by an environment that is varied, complex, and impelling enough to confront students with demands for a decision, and, at the same time, protective enough to prevent too much anxiety" (p. 315).

Carl Rogers (1983) included a section on researching person-centered issues in the educational environment, which involved the extensive efforts of David Aspy and Flora Roebuck. Specific reference was made to the National Consortium for Humanizing Education (NCHE) which conducted research for seventeen years. The NCHE findings were briefly summarized as follows: "students learn more and behave better when they receive high levels of understanding, caring and genuineness, than when they are given low levels of them" (p. 199).

Research involved the use of audio tapes in the classroom, computer feedback on rating scales such as Aspy's Scale for Interpersonal Processes of Empathy, Congruence and Positive Regard, and data from 600 teachers and 10,000 students. Aspy and Roebuck found Rogers' facilitative conditions created considerable impact in the classroom.

Basic premises of Carl Rogers' self theory as found in the work of Hall and Lindzey (1957) and Schultz (1990) explained the significance of environment in self formation. The self was described as the nuclear concept in Rogers'

theory and possesses the following properties: "(a) it develops out of the organism's (total individual) interaction with the environment; (b) it may introject the values of other people and perceive them in a distorted fashion; (c) the self strives for consistency; (d) the organism behaves in ways that are consistent with the self; (e) experiences that are not consistent with the self-structure are perceived as threats; and (f) the self may change as a result of maturation and learning" (p. 478).

The results of Aspy and Roebuck's research study concur with Rogers' general premises. Their results show that "students of teachers with higher levels of interpersonal skills made greater gains in self-concept. In some cases where the teacher was not trained or did not exhibit quality interpersonal skills, the students statistically showed a decrease in their self-concept scores" (p. 204).

In summary, throughout the literature review of this section, attention to personal growth or goal attainment and personal development and enhancement of the self were identified as important dimensions to assess in the educational environment. Roark's listing of elements in the environment, created by teachers, provides clear examples of how a student's self-concept or self-esteem could be easily affected. The potential for impact on the development of a person's "self" in an educational environment was supported by Roger's basic premise that the "self may change as a

result of maturation and learning" (p. 478). Unconditional positive regard, congruence, empathy, and listening skills would be Rogerian elements of importance in enhancing the self-concept of students. Next, we turn to a discussion of the concept of andragogy.

Andragogy

Knowles (1984) presented an overview of his experience in educating adults. He stated that the term, "andragogy", is a European word meaning the "art and science of helping adults learn" (p. 6). Knowles explained that after publishing a book titled, Andragogy Versus Pedagogy, in 1970, he concluded that pedagogy and andragogy were not dichotomous. Teachers working with children, and those working with adults had shared with Knowles that the andragogical model sometimes worked with young people, and the pedagogical model was a better approach for some adults. Thus, the andragogical model was not implied to be a panacea for teaching all adult learners.

The following is Knowles' comparison between the two models or approaches regarding the learner's self-concept, the role of the learner's experience, the learner's readiness to learn, the learner's orientation to learn, and the learner's motivation to learn.

1. Regarding the learner's self concept:

Pedagogical - The learner is a dependent personality, the role of the learner is to carry out the teacher's directions;

Andragogical - The learner is self-directed, capable of taking responsibility for learning;

2. Regarding the role of the learner's experience:

Pedagogical - The young possess little experience that is of value as a resource for learning;

Andragogical - Adults enter the educational setting with a greater volume and different quality of experience than young students;

3. Regarding readiness to learn:

Pedagogical - Students come ready to learn what they are told to in correlation with their age;

Andragogical - Adults come ready to learn when they experience a need to know or do something, in order to perform more effectively in life;

4. Regarding orientation to learning:

Pedagogical - Students enter with a subject-centered orientation to learning;

Andragogical - Adults, after experiencing a need, are life-centered, task-centered, and/or problem-centered, which calls for curriculum organized around life situations rather than strict subject-centered units.

5. Regarding motivation to learn:

Pedagogical - Motivation is primarily external, pressure from parents, teachers, competition for grades, consequences of failure;

Andragogical - More of the potent motivators are internal: self-esteem, recognition, better quality of life, greater self-confidence, and self-actualization. (p. 8-12)

Knowles' concept of andragogy has been criticized openly by researchers such as Jarvis (1984) who implied that andragogy lacked sufficient empirical justification. Brookfield (1986) argued that "Knowles did not present andragogy as an empirically-based theory of learning" (p. 91). In his overview of Knowles' notion of andragogy, Brookfield considered the related criticisms and concluded that "the concept should be treated exactly for what Knowles claims it to be - a set of assumptions" (p. 91). The four andragogical assumptions formulated by Knowles were described as applicable, and have been used in a variety of learning settings, including counseling, human relation development in business and industry, and higher education.

Knowles and his associates (1984) identified and listed seven principles of the andragogical approach which they contend to be applicable to a wide variety of adult-learning settings:

1. Facilitators must establish a physical and psychological climate conducive to learning. This is achieved physically by circular seating arrangements and psychologically by creating a climate of mutual respect among all participants, by emphasizing collaborative modes of learning, by establishing an atmosphere of mutual trust, by offering to be supportive, and emphasizing that learning is pleasant. Create a climate of humanness, as the more people feel like they are being treated as human beings, the more they are likely to learn;

2. Facilitators must involve learners in mutual planning of methods and curricular directions. People will make firm commitments to

activities in which they feel they have played a participatory, contributory role;

3. Facilitators must involve participants in diagnosing their own learning needs;

4. Facilitators must encourage learners to formulate their own learning objectives;

5. Facilitators must encourage learners to identify resources and to devise strategies for using such resources to accomplish their objectives;

6. Facilitators must help learners to carry out their learning plans;

7. Facilitators must involve learners in evaluating their learning, principally through the use of qualitative evaluative modes. (p. 14-18)

Brookfield (1986) recognized the possibility that andragogy could provide adult educators with a sense of professional identity by making a distinction between the characteristics of the adult learner and the young student. Brookfield, however, cautioned against strict application of the final two assumptions that stress organization around life experiences, learner's readiness to learn, and performance-centered, competency-based activities. He stated that "facilitators are professionally bound not always to take learners' expressions of learning wants and needs as the sole criteria for all curriculum development and instructional design" (p. 97). At times facilitators will be called upon to prompt adult learners to confront challenges or uncomfortable situations. To take

learners' definitions of need as always determining appropriate practice removes professional judgement.

Brookfield (1986) incorporated the model for facilitating learning which was developed by the Nottingham Andragogy Group. The Nottingham group viewed adults as "social beings, products of history and culture, contextually located, who have acquired the capacity to think creatively and critically" (p. 100).

Andragogy was reinterpreted to be an approach which encourages the adult student to think critically rather than be encouraged to simply accept the thinking of others. Brookfield cited twelve salient features essential to the andragogical process including ideas similar to Knowles such as, nonprescripitive attitude, continuous negotiation, shared responsibility, dialogue and mutual respect (p. 100). Regarding the conclusions of the Nottingham group, Brookfield stressed the importance of ongoing evaluation of the learning process by all members of the adult group in conjunction with the facilitator.

Knowles (1984) presented historical and personally developed material which served to clarify the term andragogy as compared to pedagogy. Although Knowles' concept of andragogy has been criticized, his assumptions and principles serve as guides for establishing a conducive educational environment and for interacting effectively with nontraditional, adult students.

Summary

The purpose of the literature review was to explore the constructs of self-concept and self-esteem hypothesized to be significant variables in the learning environment of nontraditional adults. The literature review necessitated a focus on specific areas in order to provide a comprehensive search and yet keep the initial purpose in perspective. The following areas were included in the literature review: Community-college setting; nontraditional students; adult development; self-concept, self-esteem; associated dimensions; learning environment; and andragogy.

The literature review for this research paper posed a challenge for two primary reasons: (1) the topic necessitated crossing disciplines and exploration of different educational settings to gather information; and (2) there was a limited amount of research material on community college settings. The literature review was conducted using the community college environment as the overall framework while, at the same time, keeping the variable termed "andragogy, the art and science of helping adults learn" (Knowles, 1984, p. 6) in the forefront. With that perspective in mind, the review continued with a focus on informational threads relative to adult, nontraditional students and the constructs of the self (self-concept and self-esteem).

The literature did provide, through the use of books

and journal articles, current information on the history and status of the American community-college system. The evolving process of the community college, from the early junior-college system, seemed significant as it changed in purpose and scope of clientele. The junior-college system primarily served as a preparatory center for the first two years of college prior to transferring to a four-year institution. The current community-college system was described as comprehensive, with offerings ranging from general education and transfer to vocation-technical programs and basic community education.

The review of material specifically related to the nontraditional, adult student was somewhat limited to books published by scholars interested in educating adults or those involving the community-college setting. The literature pointed out the importance of understanding that nontraditional, adult students are a diverse group "who do not fit the traditional mode of participation in post-secondary education within a year or two after high school graduation" (Cross, 1981, p. 67).

Although nontraditional students do attend four-year institutions and universities, they are far more likely to be found in a community-college setting for reasons such as ease of part-time attendance, and less tuition cost (Cross, 1981, p. 69).

With respect to adult development, Asianian (1990) and

Knox (1977) explored the link between adult developmental processes, transition, life changes and the decision to become an adult student. These authors emphasized the significance of enhancing self-concept and self-esteem of adults in transition.

One of the most comprehensive publications specifically exploring the construct of the self-concept, was Wylie's (1961) book. Her book included a short historical account of the interest and a synthesis of various empirical studies. The studies cited by Wylie on the impact of induced success or failure offered interesting insights. Among these insights are: (1) students with initial low self-esteem may experience even greater anxiety when called to perform; (2) failure can lead to defensive behavior; (3) and persons may revert to behaviors which lead to higher self esteem in the past even if those behaviors are not necessarily healthy.

The works of Shavelson (1976, 1982) provided a more recent and expanded perspective on the relationship between self-concept and achievement. Coopersmith (1981), in The Antecedents of Self-esteem, included a broad overview of information on self-esteem and its significance to human development and the educational setting.

The additional dimensions of self-concept, self-esteem explored in this literature review allowed for brief exploration of attribution, locus of control, self-

efficacy and mentorship. Each of these dimensions could easily serve as a related topic for further research.

Weisz (1990), Roark (1989) and Rogers (1983) have emphasized the educator's role in the learning environment. Wiesz stated, "the primary ingredient in a classroom climate is the teacher's personality" (p. 157). Roark emphasized the importance of creating a challenging yet supportive classroom environment. He warned that "too much disequilibrium causes the student to retreat, and too much support may lead to failure" (p. 314).

Roark's list of critical elements in the classroom environment which was compiled by teachers provided clear examples of how a student's self-concept or self-esteem could be affected. Negative challenges included: humiliation, intimidation, excessive anxiety. Negative supports included: smothering, creating dependency, authoritarianism and manipulation. Positive supports included: honesty, feedback and building self confidence (p. 317).

Carl Roger's ideas on this topic also point to the importance of supporting an individual's development of the self. Roger's book, Freedom to Learn, gave an overview of some studies, such as Aspy's and Roebuck's. Their studies further confirmed the importance of an educator's interpersonal skills, the learning environment created, and the resulting increase or decrease in student's self-

concept. (p. 204).

An exploration of the research associated with Knowles' concept of andragogy, "the art and science of helping adults learn" helped to clarify possible differences between the principles and concept of pedagogy and andragogy (p. 6). Knowles' central idea is the creation of a "climate of humanness, mutual respect, and trust where adult students are more likely to learn" (p. 17). Brookfield (1986) has emphasized the responsibility of the facilitator of adult learning to be alert to the importance of enhancing the adult student's self-worth. The ideas of Knowles and Brookfield both supported the basic premise of this research paper, which is the importance of enhancing self-concept/ self-esteem in the nontraditional, adult learner.

SYNTHESIS

The five questions presented in the statement of the problem will be addressed with a synthesis of the information gleaned from the literature review.

Question 1. What percent of the American community-college student population is composed of nontraditional students?

The term nontraditional student was clearly defined by Cross (1981) as, "adult students who do not fit the traditional mode of participation in post-secondary education within a year or two after high school graduation" (p. 67). In terms of demographic data, Cohen and Brawer (1989), have stated that fifty percent of community college students are over the age of twenty-five, with an overall mean age of twenty-nine.

Factors that increase the appeal of community colleges for nontraditional students include: the impact of the "open-door" policy; the general philosophy of the community college system to provide an opportunity for everyone in the community; the variety of course offerings from general education, vocational-technical, and developmental education O'Banion (1989); and the general convenience, flexibility, and lower cost. Cross (1981) remarked that compared to traditional students, nontraditional students are "far more likely to enroll in community colleges" (p. 69). Cross's statement further shows that high numbers of nontraditional

students attend community colleges.

Answer 1. Based on the information found in the literature review, it would appear that at least fifty percent, or more, of the American community college population would be nontraditional students.

Question 2. Can specific variables be identified relative to the characteristics and learning needs of nontraditional students?

One general characteristic of nontraditional students could be found in the basic definition described by Cross (1981). Nontraditional students are "adult students who do not fit the traditional mode of participation in post-secondary education within a year or two after high school graduation" (p. 67). Building on that description, one could imply an additional characteristic. That is, the nontraditional student is generally older than a typical new high school graduate.

Marrow (1989) has commented that "nontraditional students have particular needs and problems" (p. 272). She cautioned, however, that great diversity exists within nontraditional groups and educational settings.

Byrne's (1990) description of the typical adult, nontraditional student as one who has family and job obligations and has been away from school for a period of years, also implies certain characteristics such as age, level of responsibility, and experiential background.

Elaborating on the likelihood of persons who return to

educational settings as having experienced a transition or life change, Knox (1977) hypothesized that some non-traditional students have certain potential characteristics. For example, transition or change can increase feelings of vulnerability and powerlessness. The new role of an adult student calls for adjustment and often creates anxiety.

Cohen and Brawer (1989) stated that traditional post-secondary educational systems do not serve certain types of people who are commonly seen as community college students. Examples of such types included: those who can't afford higher tuition, those of particular socioeconomic and ethnic background, persons with employment problems, as well as the handicapped.

> Answer 2. A few specific characteristics and related personal and learning needs could be identified with the non-traditional student. Through individual assessment of the diverse group of non-traditional students, one should discover a multitude of characteristics and needs which could lead to various clusters or patterns of particular variables.

> Question 3. Is the enhancement or strengthening of self-concept and self-esteem by the educator a key variable for success in the learning environment of adult, non-traditional students?

As was stated in the summary section, threads of significance relative to the importance of enhancing the self-concept, self-esteem appear throughout the information found in the literature. The information on community-college, nontraditional, adult students and variables which

may be of concern, such as vulnerability, feelings of powerlessness, and transition or life change, indicates that nontraditional students need a supportive learning environment in order to experience growth and success.

Wylie's (1961) extensive work on self-concept emphasized the importance of development of the self in a multitude of situations. The idea of a teacher as a mentor suggested by Handel, strongly indicates the need for a supportive, enhancing relationship. Handel (1990) said that, "A mentor relationship has a marked effect on the person's self-concept with long-lasting results" (p. 299).

In specific reference to classroom climate or environment, Weisz (1990) summarized that "the primary ingredient in a classroom climate is the teacher's personality" (p. 157). Roark (1989) provided an excellent listing of challenges or supports which impact upon the learning environment in a positive or negative way. Several could be identified as having a direct effect on self concept, such as humiliation, creation of excess anxiety, and intimidation.

The basic premise of Carl Rogers' theory of the self is that the teacher's role as a facilitator in the learning environment is a critical element to learning, and a critical element in regard to enhancement of self-concept, self-esteem. Carl Rogers' humanistic theory centers on the importance of a congruent self concept in relation to

developing one's potential.

Answer 3. Since the nontraditional student has been described in the answers to the previous questions as vulnerable in relation to the self, and because the literature strongly supports the importance of the educator relative to a student's self-concept, self- esteem, the enhancement or strengthening of self-concept, self-esteem by the educator definitely seems a key variable in the success of the non-traditional, adult student.

Question 4. Because of the nature of the community college student population, is the ability to enhance the individual self-concept and self-esteem level of nontraditional, adult learners a critical andragogical skill for community college educators?

Andragogy is the "art and science of helping adults learn" (Knowles, 1984, p. 6). In reviewing the literature on andragogy, specific assumptions and principles were described by Malcolm Knowles, who developed the concept.

Knowles clearly stated his belief in the importance of enhancing the self-concept and self-esteem of adult learners. The first of his list of seven principles focused on the concept of andragogy and his belief in the central importance of creating a "climate of humanness, which includes trust, mutual respect, support." The concept also included the belief that "people are more likely to learn if they are treated as human beings" (p. 17).

Answer 4. Based on the concept of andragogy described above and the previous explanations of the importance of educators enhancing self-concept and self-esteem in non-traditional

adult learners, it would seem critical that community college educators become knowledgeable of andragogical skills.

Question 5. Because of the nature of the community college philosophy and purpose, is the community college setting best able to provide effective, didactic experiences for nontraditional, adult students?

If an institution of higher learning is identified as a community college, then that institution is to abide by the philosophy described by Fuller (1986). The basic community college philosophy is, "to provide an opportunity for everyone in the community to become whatever he or she is capable of becoming" (p. 47).

In addition, that same institution would need to address the mission as described in the recent publication entitled, Building Communities. The broad mission of the community college is to enhance empowerment of students, assist with individual goals, and foster the development of productive, self-reliant members of society. According to Meriam and Cummingham (1989), "these institutions serve adult learners from all walks of life who enroll for a variety of reasons (p. 326).

Answer 5. If in fact the institutions serving in the capacity of community colleges live up to the philosophy and mission of such an institution, then perhaps the community college system would be best able to provide effective, didactic experiences for the non-traditional adult students, considering their great diversity of needs.

Chapter III

WORKSHOP - SEMINAR

NONTRADITIONAL ADULT STUDENT:

Importance of Enhancing Self-Concept/Self-Esteem

INTRODUCTION

The following is a pragmatic approach building upon the theoretical knowledge of this research paper. An underlying assumption of the program is that personnel involved or interested in teaching/learning situations for non-traditional, adult students must be cognizant of the variables impacting upon these students in order to best meet their needs.

Based on the literature review, nontraditional, adults are increasingly present in the post-secondary educational student population, particularly in American community college settings. The studies reviewed pointed to the importance of enhancing self-concept/self-esteem and the positive role it plays in promoting the academic and personal growth and future productivity of nontraditional students.

AUDIENCE - Who is the workshop meant to serve?

Any person who is interested in the variables and dynamics of the nontraditional, adult student in learning situations may find this experience of value. More specifically, persons involved in the American community

college setting may find the overall content most applicable.

Due to the nature of the workshop, it may be easily and efficiently adjusted to meet the needs of a wide variety of interested groups. For example: other post-secondary educational settings are involved in interacting with nontraditional, students; four-year colleges and universities, other forms of adult schooling for occupations and professions, and vocational training and career development. Additionally, the workshop can be adapted to nontraditional, adult student populations, to help them understand and adjust to the role of a student.

WORKSHOP-SEMINAR FORMAT

Several formats are possible for conducting the workshop or seminar. The author proposes to present the workshop in one day, over six to eight hours, including two ten-minute breaks and a forty-minute lunch break. One hour would be allowed for each module using the eight-hour, one-day time line. One-day workshops or seminars provide a comprehensive view of the program and meet many professionals' time demand. The one-day format eliminates the need for overnight arrangements. Should the desire or need exist for a shorter or longer format, the style of the workshop allows for contracting or expanding the material and interactions.

The programs consist of seven topics in the form of

Modules, that relate to the original research material.

Each module includes: (a) objectives specific to the topics to be presented, (b) suggested activities, with the option for the presenter to incorporate additional activities that correlate with the objectives, as desired, (c) media and handouts, as applicable, and (d) suggested references. Copies of the complete reference list which correlates with the research paper literature review, plus additional references recommended for the workshop-seminar, will be available.

PHYSICAL ARRANGEMENTS

The room arrangement is variable, based on size and availability. Persons attending should have a table top for writing if they desire. Ideally, the room should allow for comfort and ability to move and interact within the group. The style of presentation does not limit the number of persons attending.

Within the setting, a podium, blackboard or similar equipment, overhead projector and screen should always be available. On specific occasions, additional media equipment may be necessary (ie. video equipment, filmstrip projector and 16 mm film projector). A display table should be available for the sharing of reference materials and/or handouts (at the discretion of the presenter).

CREDIT-NONCREDIT

The modular design with the incorporation of objective and references should provide a focus for possible credit offering in relation to attendance at the workshop-seminar. Should a specific type of credit be desired, the workshop designer would attempt to contact credible agencies who might be interested in allowing academic, in-service, or professional recertification credit.

BROAD OBJECTIVES OF THE WORKSHOP-SEMINAR

1. To provide an overview of the particular educational setting in which the audience will be most apt to be involved with nontraditional, adult students (ie. community colleges, the focus of the initial research paper).

2. To provide information and encourage discussion of characteristics and learning needs of the nontraditional, adult learner.

3. To provide an overview of adult development with focus on transition, change and the likelihood of an educational experience.

4. To provide information and encourage discussion relative to the constructs of self-concept, self-esteem and associated constructs, with particular emphasis on the relevance to nontraditional, adult students.

5. To provide information in regard to the learning environment and the teaching of adults, "andragogy", with particular emphasis on the nontraditional, adult learner.

MODULE ONE

THE POST SECONDARY EDUCATIONAL SETTING
*American Community College

The following objectives are suggested as guidelines for presenting Module One:

1. Discuss the historical perspective relative to the organization of the current post-secondary system (ie. American community colleges).

2. Discuss post-secondary education in relation to the phenomena of social mobility, meritocracy, Democracy and the American Dream.

3. Discuss the philosophy and mission of the community college system (or another selected post-secondary educational setting).

4. List and explain various program and educational opportunities characteristic of the community college system (or another selected post-secondary educational setting).

5. Explain why the community college system may be particularly attractive or more feasible for non-traditional, adult students.

Suggested Activity: Prior to beginning the presentation, divide the audience into small groups (5 persons). Within each group list 5-10 elements thought to be descriptive of the community college (or the particular post secondary setting applicable). The objectives may be used as focal points for the selection of descriptive elements. Members of each group then report back to the overall group.

Suggested References:

Brint, S., & Karabel, J. (1989). The Diverted Dream. New York: Oxford University Press.

Brubacher, J.S. (1982). On the Philosophy of Higher Education. San Francisco: Jossey-Bass.

Cohen, A.M., & Brawer, F.B. (1989). The American Community College. San Francisco: Jossey-Bass.

O'Banion, T. (1989). Innovation in the Community College. New York: Collier Macmillan.

MODULE TWO

NONTRADITIONAL, ADULT STUDENT

The following objectives are suggested as guidelines for presenting Module Two:

1. Describe and discuss the characteristics of nontraditional, adult students.

2. Discuss particular needs which may be unique to nontraditional, adult students.

3. Discuss generalizations and identify factors which which may be used to examine the diversity among nontraditional, adult students.

4. List and discuss feelings and behaviors which may be experienced by nontraditional, adult students during the period of adjustment to the role of a student.

5. Discuss why certain post-secondary educational settings may be more apt to meet the needs of the nontraditional, adult student (ie. the community college).

Suggested Activity: Initiate the beginning of this module by brainstorming and placing on the board descriptions from the group relative to nontraditional, adult student characteristics, needs and possible dynamics of adjustment to the educational setting and course work.

Invite selected members of the group to share feelings and examples of personal experiences while in the role of an adult student.

Suggested References:

Cross, K.P. (1981). Adults As Learners. San Francisco: Jossey-Bass.

Knox, A. P. (1977). Adult Development and Learning. San Francisco: Jossey-Bass.

Knox, A. P. (1986). Helping Adults Learn. San Francisco: Jossey-Bass

Parnell, D. (1985). The Neglected Majority. Washington, D.C.: The Community College Press.

Wlodkowski, R.J. (1985). Enhancing Adult Motivation to Learn. San Francisco: Jossey-Bass.

MODULE THREE

ADULT DEVELOPMENT

The following objectives are suggested as guidelines for presenting Module Three:

1. Describe and discuss various theories identified with adult development (ie. Erickson, Gould, Levinson).

2. Define and discuss the pattern of life events in todays' world, relative to adjustment and change.

3. Discuss the precipitating factors and dynamics of "transitions" in adult life, and the possible correlation with educational opportunities and choices.

4. List and discuss adult developmental characteristics and needs to consider in the learning environment.

5. Describe and discuss "trait" theory and evaluation relative to adult personality development, stability and/or changes (ie. Allport, Jung, Myers-Briggs Type Indicator).

Suggested Activity: In small groups, share situations where different traits of persons impacted on the interaction. Invite individuals to share examples.

Administer the Myers-Briggs Type Indicator tool to the group. Provide quality feedback regarding the results, as applicable to adult development, change, transition, and educational opportunities. *scored by presenter

Suggested References:

Bridges, W. (1980). Transitions. New York: Addison-Wesley.

Gormly, A., & Brodzinsky, D. (1989). Lifespan Human Development. New York: Holt, Rinehart and Winston.

Hirsh, S., & Kummerow, J. (1989). Life Types. New York: Warner Books.

Lawrence, G. (1982). People Types and Tiger Stripes. Gainesville: Center for Application of Personality Type.

McCrae, R., & Costa Jr., P. (1990). Personality In Adulthood. New York: Guilford Press.

MODULE FOUR

SELF-CONCEPT/SELF-ESTEEM

The following objectives are suggested as guidelines for presenting Module Four:

1. Define, compare and contrast the constructs termed self-concept, self-esteem.

2. Discuss theories correlated with the development of the "self" and the constructs, self-concept, self-esteem (ie. James, Mead, Adler, Horney, Sullivan, Fromm, Allport, Rogers).

3. Discuss the research and writings of Wylie, Coopersmith relative to self-concept, self-esteem.

4. Discuss the significance of self-concept, self-esteem in relation to adult transitions, choices and success.

5. Relate the constructs of self-concept, self-esteem to the nontraditional adult student in the post-secondary educational environment (ie. Community College Setting).

Suggested Activity: To initiate the module, have each participant converse with the participant next to them. Together write a description of self-concept, and a separate description of self-esteem. Invite the group to share their descriptions.

Suggested References:

Baruch, G., Barnett, R., & Rivers, C. (1983). Lifeprints. New York: New American Library.

Coopersmith, S. (1981). The Antecedents of Self-esteem. Palo Alto, California: Consulting Psychologists Press.

Sandford, L., & Donovan, M. (1978). Women and Self-esteem. New York: Penguin Books.

Schultz, D. (1990). Theories of Personality. Pacific Grove, California: Brooks/Cole Publishing.

Wylie, R. (1961). The Self Concept. Lincoln, Nebraska: University of Nebraska Press.

MODULE FIVE

ASSOCIATED DIMENSIONS

The following objectives are suggested as guidelines for presenting Module Five:

1. Define Social Attribution Theory including various aspects: dispositional, situational, internal-external, controllable-uncontrollable relative to adult behavior (success, failure), and self-concept, self-esteem.

2. Explain Rotter's concept of "locus of control" relative to adult behavior, self-concept, self-esteem, and progress toward achievement and success.

3. Explain Bandura's concept of self-efficacy, social learning theory, relative to adult behavior (achievement success), self-concept, self-esteem, during an educational experience.

4. Describe the term "mentorship" relative to an adult student and the educator; include the possible impact on self-concept, self-esteem in the learning environment.

5. Define Pygmalion Effect and Self-fulfilling Prophecy relative to expectations, self-concept, self-esteem, and performance results in the nontraditional, adult student.

Suggested Activity: View the video or 16 mm film titled, "Productivity and the Self-fulfilling Prophecy" (generally available through the local Area Education Agency film service). After viewing the film, form groups of five or less and record five insights, including an explanation of Pygmalian Effect and Self-fulfilling prophecy, gained from the film. One spokesperson from each group share one or two insights discussed in their group.

Suggested References:

Dembo, M.H. (1988). Applying Educational Psychology in the Classroom. New York: Longman.

Handel, A. (1990). Formative encounters in early adulthood: Mentoring relationships in a writer's autobiographical reconstruction of his past self. Human Development, 33. 289-303.

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the Classroom. New York: Holt, Rinehart, and Winston.

Sdorow, L. (1990). Psychology. Dubuque, Iowa: Wm. C. Brown.

MODULE SIX

LEARNING ENVIRONMENT

The following objectives are suggested as guidelines for presenting Module Six:

1. Define and explain the concept of learning environment or "climate", including the "ecological approach".

2. Discuss the adjustment process and the importance of "learner-environment fit"; include the four stages in returning to school for the adult student (Schlossberg, Lynch, and Chickering, 1989, p. 24-25).

3. Describe and discuss the three barriers to "settling into" the learning environment for adult students, identified by Cross (1981): dispositional barriers, situational barriers, institutional barriers.

4. Discuss the variable of teacher personality and/or attitude relative to the "climate" or environment created in the educational setting and potential impact on self-concept, self-esteem.

5. Discuss the elements of challenge and support, and positive and/or negative variables which may impact on the adult student in the learning environment.

Suggested Activity: Brainstorm with the participants, and record on the board numerous variables (positive, negative) which may impact on the adult student's learning climate.

Suggested References:

Baker, G.A., Roueche, J., & Gillet-Karam, R. (1990). Teaching as Leading. Washington, D.C.: Community College Press.

Cross, K.P. (1981). Adults as Learners. San Francisco: Jossey-Bass.

Rogers, C. (1983). Freedom to Learn for the 80s. Columbus: Merrill Publishing.

Schlossberg, N.K., Lynch, A.Q., & Chickering, A.W. (1989). Improving Higher Education Environments for Adults. San Francisco: Jossey-Bass.

MODULE SEVEN

ANDRAGOGY

The following objectives are **suggested as guidelines for** presenting Module Seven:

1. Define the term "andragogy" as identified by Knowles; compare and contrast to "pedagogy".

2. Discuss the use of andragogical versus pedagogical techniques and approaches with nontraditional, adult students in a post-secondary educational setting.

3. List and discuss the several principles of the andragogical approach as identified by Knowles.

4. Compare the andragogical approach of Knowles with the approach of the Nottingham Andragogy Group.

5. Identify and discuss various methods of organization and strategies which may be helpful and appropriate for particular nontraditional, adult learning settings (Searman, D.F., Fellenz, R.A., 1989).

Suggested Activity: In conclusion of the workshop-seminar, ask each participant to take a few minutes to jot down their understandings of the link between nontraditional, adult learners, andragogy, and the importance of enhancing self-concept, self-esteem in such students. Allow several from the group to share their comments with the group, as a conclusion to the workshop-seminar.

*collect evaluations (designed for the particular format chosen)

Suggested References:

Brookfield, S.D. (1986). Understanding and Facilitating Adult Learning. San Francisco: Jossey-Bass.

Fuller, J. (1986). Community College Curricula Circa 1990. Galesburg, Illinois: Dick Blick Company.

Knowles, M.S. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Merriam, S.B., & Cummingham, P.M. (1989). Handbook of Adult and Continuing Education. San Francisco: Jossey-Bass.

Seaman, D.F., & Fellenz, R.A. (1989). Effective Strategies for Teaching Adults. Columbus: Merrill Publishing.

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American Association of Community and Junior Colleges. (1988). Building Communities.

Aslanian, C. (1990). What triggers adult participation in higher education? Equity and Excellence, 24(3), 5-8.

Baker, G.A., Roueche, J.E., & Gillett-Karam, R. (1990). Teaching as Leading. Washington, D.C.: Community College Press.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191-215.

Bandura, A., & Cervone, D. (1983). Self-evaluative and self-efficacy mechanisms governing the motivational effects of goal systems. Journal of Personality and Social Psychology, 45(5), 1017-1028.

Bandura, A., & Schunk, D. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. Journal of Personality and Social Psychology, 41(3), 586-598.

Baruch, G., Barnett, R., & Rivers, C. (1983). Lifeprints. New York: New American Library.

Bridges, W. (1980). Transitions. New York: Addison Wesley.

Brint, S., & Karabel, J. (1989). The Diverted Dream. New York: Oxford University Press.

Brookfield, S.D. (1988). Understanding and Facilitating Adult Learning. San Francisco: Jossey-Bass.

Brubacher, J.S. (1988). On the Philosophy of Higher Education. San Francisco: Jossey-Bass.

Byrne, A. (1990). The process of adult socialization to higher education. Equity and Excellence, 24(3), 9-10.

Campbell, M.D., Wilson, L.G., & Hanson, G.R. (1980). The invisible minority: A study of adult univerity students. Hogg Foundation for Mental Health, University of Texas.

Cohen, A.M., & Brawer, F.B. (1989). The American Community College. San Francisco: Jossey-Bass.

Coopersmith, S. (1981). The Antecedents of Self-esteem. Palo Alto, California: Consulting Psychologists Press.

Cross, K.P. (1981). Adults as Learners. San Francisco: Jossey-Bass.

Dembo, M.H. (1988). Applying Educational Psychology in the Classroom. New York: Longman.

Fuller, J. (1986). Community College Curricula: Circa 1990. Galesburg, Illinois: Dick Blick Company.

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Hall, C.S., & Lindzey, G. (1957). Theories of Personality. New York: John Wiley and Sons.

Handel, A. (1990). Formative encounters in early adulthood: Mentoring relationships in a writer's autobiographical reconstruction of his past self. Human Development, 33, 289-303.

Hirsh, S., & Kummerow, J. (1989). Life Types. New York: Warner Books.

Knowles, M.S. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Knox, A.B. (1987). Helping Adults Learn. San Francisco: Jossey-Bass.

Knox, A.B. (1977). Adult Development and Learning. San Francisco: Jossey-Bass.

Lawrence, G. (1982). People Types and Tiger Stripes. Gainesville, Florida: Center for Application of Psychological Types.

Mann, K.V. (1990). Enhancing learning: How can learning theory help? The Journal of Continuing Education for Health Professions, 10, 177-186.

Marlow, C. (1989). Identifying the problems and needs of nontraditional students at your institution. NASPA Journal, 26(4), 272-276.

Marsh, H.W., Cairns, L., Relich, J., Barnes, J., & Debus, R.L. (1984). The relationship between dimensions of self-attribution and dimensions of self-concept. Journal of Educational Psychology, 76(1), 3-32.

Mayhew, L. (1971). Changing the Curriculum. San Francisco: Jossey-Bass.

McCrae, R.R., & Costa Jr., P.T. (1990). Personality in Adulthood. New York: Guilford Press.

Merriam, S.B., & Cummingham, P.M. (1989). Handbook of Adult

and Continuing Education. San Francisco: Jossey-Bass.

Mirowsky, J., & Ross, C.E. (1989). Social Causes of Psychological Distress. New York: Aldine de Gruyter.

O'Banion, T. (1989). Innovation in the Community College. New York: Collier Macmillan.

Parnell, D. (1985). The Neglected Majority. Washington, D.C.: The Community College Press.

Roark, M.L. (1989). Challenging and supporting college students. NASPA Journal, 26(4), 314-319.

Rogers, C. (1983). Freedom to Learn for the 80s. Columbus: Charles E. Merrill.

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the Classroom. New York: Holt, Rinehart, and Winston.

Sanford, L.T., & Donovan, M.E. (1984). Women and Self-esteem. New York: Penguin Books.

Schlossberg, N.K., Lynch, A.Q., & Chickering, A.W. (1989). Improving Higher Education Environments for Adults. San Francisco: Jossey-Bass.

Schultz, D. (1990). Theories of Personality. Pacific Grove, California: Brooks/Cole.

Schunk, D.H. (1990). Goal setting and self-efficacy during self-regulating learning. Educational Psychologist. 25(1), 71-86.

Sdorow, L. (1990). Psychology. Dubuque, Iowa: W.C. Brown.

Seaman, D.F., & Fellenz, R.A. (1989). Effective Strategies for Teaching Adults. Columbus: Merrill.

Shavelson, R.J., & Bolus, R. (1982). Self-concept: The interplay of theory and methods. Journal of Educational Psychology, 74(1), 3-17.

Shavelson, R.J., Hubner, J.J., & Stanton, G.C. (1976). Self-concept: Validation of construct interpretations. Review of Educational Reserach, 46(3), 407-441.

Shepard, J.M. (1987). Sociology. New York: West.

Weisz, E. (1990). Teaching as performing: A hidden curriculum for effective college teaching. College Student Journal, 155-158.

Wlodkowski, R.J. (1985). Enhancing Adult Motivation to Learn. San Francisco: Jossey-Bass.

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